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ABSTRACT

A review of the literature on school climate provides a conceptual framework for this study in which the Kettering School Climate Profile was administered twice to students, teachers, parents, and administrators in the Stoughton Middle School (Stoughton, Wisconsin). The purpose of the study was to explore the relationship between organizational climate and perceptions of those involved in the school's activities. The Stoughton school was chosen because the staff had worked without contracts in the previous year and staff morale was felt to be very low. The school was also undergoing physical renovation. Results of the first administration of the profile indicated that the school's climate was more positive than might have been expected under the circumstances. Following instigation of several intervention techniques to improve discipline, communication, staff involvement, inservice training, and personal relationships, the profile was administered a second time. The results suggest that a more amiable atmosphere had developed in the interim, perhaps due to the success of the intervention techniques and the principals' leadership. The study concludes that climate is the most important concern in initiating and sustaining change and that the principal has the primary responsibility for creating a positive school climate. (WD)

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"School Climate: An Organizational Development View"

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Introduction

"As any teacher or school executive moves from one school to another he/she is inexorably struck by the difference he/she encounters in Organizational Climates. He/She voices his/her reaction with such remarks as, 'You don't have to be in a school very long before you feel the atmosphere of a place'."

-- Andrew W. Halpin

Recognizing that schools differ markedly and not merely in their architecture or in such obvious characteristics as the ethnic composition of their student populations, experienced principals are quick to sense, or "feel" the individuality of a school. This individuality is referred to as the "climate" which is relatively intangible and allows us to distinguish one school from another.

The distinguishing factor comes from observations of the behavior of people in the schools. Faculty members in one school could appear to be relaxed and at ease with each other; somehow they seem competent and generate a sense of confidence. In another school, tension could be present in the faculty's behavior and an "on edge" feeling can be sensed. The climate is an end product of the school groups, i.e., students, teachers, administrators, as they work to balance the organization and individual dimensions of a social system. These products include shared values, social beliefs and social standards.

In some schools the principal appears to emphasize his/her authority and status, often stressing formality and correctness in dealing with others, and in others the principal gives the impression of being too busy to give much personal attention to any individual. Yet, in many schools, the principal seems to accommodate an appropriate, easy informality without undercutting his/her important role.

The school is the shadow of its administrator and typically, over the years, the administrator has been viewed as the school's instructional leader. Efforts to improve designs for the principalship have suggested means to improve the principal's role as an instructional leader, i.e., in the area of supervision and improvement of instruction. School improvement begins with the administrator and according to Fox (1974), his or her key function is improvement of the school's climate or learning environment.

If the administrator is to improve personally, the first task becomes one of identifying strengths and weaknesses as a climate leader. According to H. Thomas James, "Real authority for leadership must be earned in a society that prefers persuasion to force, and leadership is a privilege conferred out of trust for relevant knowledge, competent behavior, and demonstrated ability." (James 1967, p. 1) David G. Bowers and Stanley E. Seashore (1966) propose four basic dimensions that comprise the structure of leadership:

a. Support. Behavior that enhances someone's feelings of personal worth and importance.

b) Interaction Facilitation. Behavior that encourages members of the group to develop close, mutually satisfying relationships.

c) Goal Emphasis. Behavior that stimulates an enthusiasm for meeting the group's goal of achieving excellence.

d) Work Facilitation. Behavior that helps achieve goal attainment by such activities as scheduling, coordinating, planning, and by providing resources such as tools, materials and knowledge.

Leadership effectiveness, according to Hoy and Miskel (1978), is the relative level of goal attainment. Perceptual evaluations of performance are also important outcomes to the practicing administrator. Subjective judgments of the leadership role as perceived by students, staff, peers and superiors yield a second effectiveness type. Leadership effectiveness then has an objective dimension - accomplishment of organizational goals, and a subjective dimension, perceptual evaluations of significant reference groups.

The role of the administrator as a climate leader is to provide leadership and an accountability system consistent with the school's philosophy for school based task forces of staff, administrator, parents and students. The administrator does make the difference and according to Fox should provide seven basic leadership services listed below:

-- Assessing school climate improvement needs.

-- Getting goals to describe needed improvements.

-- Reducing goals to manageable projects with measurable objectives.

-- Devising strategies for attaining the objectives.

-- Implementing those strategies.

-- Evaluating progress by establishing check points and periodically monitor achievements.

-- Improving each project in light of evaluative processes.

This explores the role of the secondary school principal and is based on the assumption that his/her key function is improvement of the school's organizational climate. Not only must better leadership be developed if schools are to improve, but school climate must become the "change agent" in the neverending search to provide the best educational experience available for children. Although current research has not established that there is a positive relationship between a healthy climate and student success, it is logical to explore the relationship between the determiners of climate in the school and the apparent atmosphere that exists in that school.

Orientation to the Problem

This study explored the relationship between organizational climate of the Stoughton Middle School in Stoughton, Wisconsin and perceptions of students, teachers, principals, and parents as they pertain to assumed climate determinants.

American society is currently experiencing problems caused by a receding economy, political uncertainty, governmental malfunctioning, and energy crises to name only several sources of current unrest. The schools are in flux and the organizational structure is constantly under attack as to whether or not it is indeed meeting its goals.

There is no doubt in most educators' minds that the American educational system has come a long way, but educators are consistently reminded that education exists in a very sophisticated and complicated social system where the products are human and the climate for adjusting to this sort of "instability" is now under new and somewhat different guidelines such as accountability and management by objectives.

In a society with a technological complex and a passion for information and facts, we have neglected the most important variables for the determination of our own future--the affective area which relates to humane development of humans. Fox contended that in most of our efforts to change schools we have maintained a monolithic approach to learning. We have continued to equate learning with the manipulation of verbal symbols. We have not created a pluralistic school climate with a wide range of options. Closure, rather than openness, has been the rule, rather than the exception. (Fox, 1971)

If the school continues to perpetuate an antihuman climate in which failure, punishment, and closure are characteristic, it will guarantee its own demise, and ultimately that of the American social system. (Fox, 1971)

It is easy enough to talk about a humane school, and to describe such an environment in glowing "other world" terms. But, in reality, what is a humane school? What are the characteristics of its learning climate? What new roles must the principal assume in order to build and support such a humane climate? These and other questions formulate the background for this study.

Significance of the Study

The Stoughton Middle School was chosen as the target for this climate study due to its uniqueness relative to staff morale and building rennovation. The entire Stoughton teaching staff has worked the past school year without a contract which contributed to the following experiences:

1) Low staff morale--loans due, union pressure.
2) Minimal committee work
3) Consistent complaining relative to all school-related activities.
4) Strained relations between board and staff, and administrators and staff--more grievances, editorials, public statements, etc.
5) Strained community relations between staff and administrators.

Throughout the course of the past year, the negotiation process gradually deteriorated due to many variables which in turn created a higher tension level among staff and administration. A high number of grievances were tried, some of which were not even grievable.

Low staff morale was the major theme of the school year. Everyone from the administrative council to the support staff discussed the issue of low staff morale. Many staff whose spouses were attending the University found they had to apply for loans in order to survive second semester due to lack of a salary increase. However, the local union voted down a partial retroactive pay settlement.

Committee work was minimal. Staff would attend some meetings providing they did not run after 4:00 p.m. Some staff completely refused to serve on committees they had expressed a desire in previously.

There were very few positive comments heard about any aspect of the system. Some staff not only complained in the teachers' lounge but in the classroom as well. Every topic seemed to center around no contract and poor salaries. All of this negativism placed a strain on administrator/staff and board/staff relations. Many editorials were written regarding who's doing what to whom. Anonymous letters were written to board members about other people and crude public statements were being made.

Community relations were also strained. This finally ended up with the head of the local newspaper calling a meeting with the head of the local union, superintendent and mayor. Parents began holding local home informational meetings hoping to hear both sides of the story. Coalitions of parents started to form to take sides. The school board is finally publicizing their offers more and the small parent groups are trying to remain neutral.

The middle school staff had one other experience to contend with besides negotiations. The middle school building rennovation was to begin June 1 when the children left for the summer. However, due to a fear of not being completed in time for the start of school in the fall, the project started two months early which forced whole classrooms to move to an old unoccupied school. All of the classrooms eventually had to move along with the entire library and offices. Through informal observation, it was also noted that staff lacked the motivation to enhance professional growth, i.e., attend graduate courses, workshops, extension courses, etc. It was decided

that taking into account all of these circumstances, a climate study will be done at the middle school in hopes that some positive intervention techniques can be piloted and eventually be utilized district-wide to increase staff morale by placing an emphasis on personal and professional growth and development.

Limitations of the Study

This study is limited to the confines of the Stoughton Middle School in Stoughton, Wisconsin. Its applicability to other middle schools either in or out of the state of Wisconsin cannot be assumed.

Review of the Literature

Organizational Development

Organization development is a conscious, planned process of developing an organization's capabilities so that it can attain and sustain an optimum level of performance as measured by efficiency, effectiveness and health. (McGill, 1977) Performance is a function of potential. Attaining and sustaining optimum performance requires organizational process which allows people and programs to realize their full potential. Organizational development measures optimum performance in terms of its efficiency, effectiveness and health. It differs from management development in that its learning is experiential (on the job) rather than traditional teaching techniques (courses, books, conferences, etc.).

Efficiency may be measured by the ratio of input to output, such as raw resources to finished goods. Effectiveness is less a

quantitative dimension, like efficiency, than a qualitative one. Effectiveness is an organization's degree of achievement in reaching its goals -- that is, the extent to which stated goals are reached.

Organizational health is a function of the character and quality of the relationship between individuals and the organization. A healthy organization is characterized in three important ways: First, it effectively integrates individual and organizational goals. Second, individual and organizational problem-solving capacities are maximized. Finally, the climate encourages individual and organizational growth. Individuals and the organization are encouraged and aided in the discovery and development of their full potential (McGill, 1977).

In his chapter on "Models of Complex Organization," Owens (1970) viewed the school as an integrated system of both formal and informal organizations, an open as opposed to a closed system, a bureaucracy with inherent dysfunctions. His analysis of the critical effect of interpersonal behavior and group interaction on organizational behavior and health was made meaningful through an evaluation of the social systems role theory, and the concept of organizational equilibrium.

Organizational equilibrium is the homeostasis with its environment. To maintain equilibrium, an organization seeks information from its environment through the process of feedback. To illustrate this concept, Lonsdale (1964) uses the example of an actor who must sense the feelings of his audience and respond to them if he is to

have a successful performance. Comparably, a school system must remain in equilibrium by pursuing its goals while at the same time satisfying the personal needs of its members, in order to gain their commitment and support.

An important concept in systems theory relates to the fact that changes in one component of the systems will affect the dynamics and other components within the system. There is order in the relationship among the components which enter into a system. However, changing one component in the system, i.e., implementing a new reading program, will not be effective unless there is appropriate change in other dynamics and components, i.e., role behavior and staffing patterns, that are needed to facilitate a program. That is "...an organization is an arrangement of interdependent parts each having a special function with respect to the whole (Cartwright, 1965, Chapter 2, p. 1). The order of these parts must have a tendency to self-maintenance, which is expressed in the concept of equilibrium. Parsons (1951) derives the following laws on the equilibrium of social systems:

1) The Principle of Inertia: a given process of action will continue unchanged in rate and direction unless impeded or deflected by opposing motivational forces.
2) The Principle of Action and Reaction: if, in a system of action, there is a change in the direction of process, it will tend to be balanced by a complementary change which is equal in motivational force and opposite in direction.

3) The Principle of Effort: any change in the rate of an action process is directly proportional to the magnitude of the motivational force applied or withdrawn.

4) The Principle of System-Integration: any pattern element (mode of organization components) within a system of action will tend to be confirmed in its place within the system or to be eliminated from the system as a function of its contribution to the integrative balance of the system.

There is undoubtedly interdependence among the parts or variables in a social system; it is this interdependence that makes it a system. Consequently, any inquiry into organizational evaluation, must examine as many of the processes operating within the system as possible.

The systems theory is integrated in the concepts of Maslow (1954) and Getzels-Guba (1957). The Getzels-Guba model was developed to analyze behavior in a social system setting. Three classes of phenomena are observed in the illustration of the Getzels-Guba model (see Figure 1):

1) the nomothetic or normative, which includes the roles and expectations which will fulfill the goals of the system;

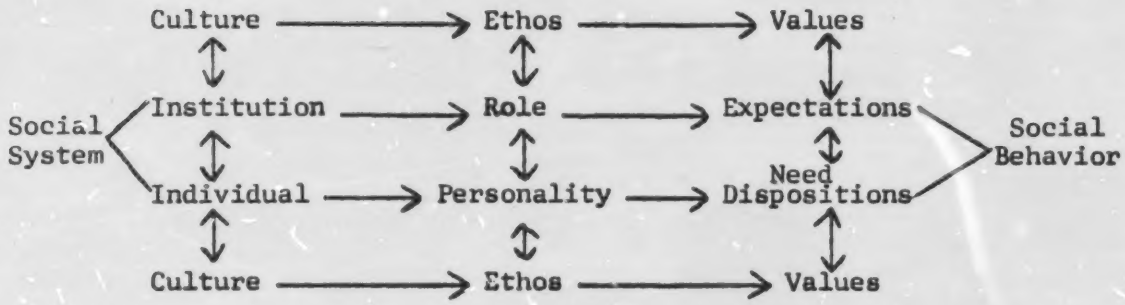
2) the ideographic or personal, which includes the personalities and need-dispositions of the individual within the institution;

3) the cultural, which includes the ethos and values of the individuals, the institution and the institution's environment.

Figure 1

Social Systems Model

Nomothetic Dimension



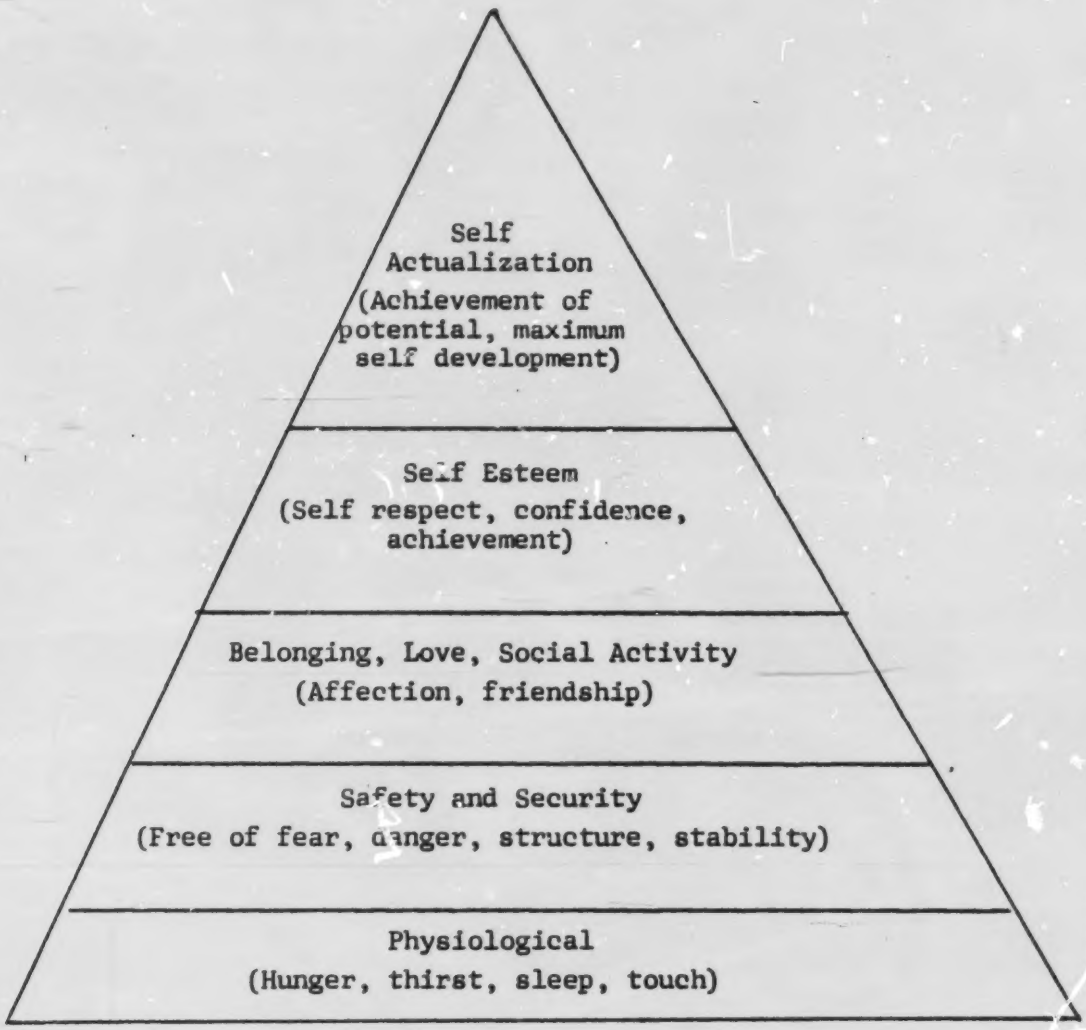
Idiographic Dimension

Social behavior within the school may be understood as deriving simultaneously from the normative and personal dimensions. Behavior in a social system is a function of the interaction between a given institutional role, defined by the expectations attached to it, and the personality of a particular role incumbent, defined by one's need-dispositions. Social behavior thus, results from an individual's attempt to cope, in ways consistent with his or her own pattern of needs and dispositions, with an environment composed of patterns of expectations of one's behavior. The extent to which the demands of the organizational role and the requirements of the individual personality are congruent is a measure of satisfaction, the role "fits" the individual and vice versa.

Maslow's Hierarchy of Needs Theory states that each individual has a set of five need levels which are related to one another and arranged in a hierarchy of prepotency (see Figure 2). This means

Figure 2

Maslow's Heirarchy of Needs



that, normally, the more prepotent the need, the more it precedes other needs in human consciousness and requires responsible behavior. Maslow believes, that the higher level needs become activated as the lower level needs become satisfied. Physiological needs are those basic biological functions of the human organism. Safety and security needs are the second level and relate to a desire for a peaceful, smoothly running stable society. The third level, belonging, love and social needs, comprises an extremely important component in society. The fourth level is self-esteem which contains the desire for being highly regarded by others. Achievement, competence, status and recognition satisfy this need. Finally, Maslow maintains that discontent and restlessness develop unless an individual does what he or she is best suited to do, that is unless he or she becomes self-actualized, the fifth and last level. The specific form of this need varies from individual to individual.

Maslow does note exceptions to his theory including people who desire self-esteem more than belonging and those whose level of aspiration is permanently lowered. Maslow believes that even though one need not necessarily be reached entirely before another, that the majority of people's (particularly professional educator's) needs in the first three levels are regularly satisfied and no longer have much motivational effect. The satisfaction of esteem and self-actualization are needs which are rarely complete and are sought after continually as they become important to the individual.

In the educational organization, one can note that the physiological needs were met, however the level of safety and security can be a motivational factor for school employees. Administrative actions that arouse uncertainty can affect the staff. Furthermore, Maslow theorizes that broader aspects of the attempt to seek safety and security are seen in the very common preference for the familiar rather than the unfamiliar. These individuals could offer a high resistance to change.

Using the social system model as a point of departure, the school system can be conceived as a set of interacting subsystems all focusing ultimately on the objective of providing a positive learning environment for students.

Organizational Health

The organizational health of a school is presented in ten dimensions by Miles (1965). The first three deal with organizational goals, the transmission of messages and the way decisions are made. These are goal focus, communication adequacy, and optimum power equalization. A second group considers the internal state of the school and inhabitants' needs. These are resource utilization, cohesiveness, and morale. The final four dimensions of organization health deal with growth and changefulness. These concern innovativeness, autonomy, adaptation, and problem-solving adequacy.

Miles states that "special properties" of school systems differentiate them from other organizations. Goal ambiguity is

inherent in school systems because it is so difficult to measure output. Public schools must also accept all children and thus have no jurisdiction over the clients that are processed through the system. Classrooms being the "production units" make it difficult to assess what is going on inside; only the students are aware of what is occuring. There is also extremely low inter-dependence among staff in traditionally staffed schools; teacher A and teacher B seldom interact professionally and nor does the performance of one influence that of the other. Since all taxpayers are "stockholders" in the schools, the administration and staff are vulnerable to criticism from many quarters. Lay professional control problems are dealt with by laymen on the board of education, who have little real understanding of educational administration. Finally, there is low investment in technology, research and equipment. (Lonsdale, 1964).

There is need for research based on systems concept in schools. Banghart (1969) states, "The ultimate objective of most systems studies has been directed toward a more effective control of component parts of the organization and as a consequent more optimal functioning of the system." One of the best-known models which views organizations from a systems perspective is that developed by Rensis Likert (1967). Although well-known in industrial research, Likert's concepts have only recently been used to analyze educational systems.

Likert's system model is predicated on the principle that the organization must have a way of "....obtaining the full potential of every major motive which can be harnessed in a working situation" (Likert, 1961). Likert's motivational concerns reflect Maslow's thinking; his management philosophy is oriented toward McGregor's (1960) theory of concepts, and his concerns with organizational structure and dynamics is reflective of the Getzels-Guba model.

McGregor's Theory X indicates that people are lazy, indolent, dislike responsibility and like to avoid work and administrators need to use a "stick and carrot" to motivate workers. Theory Y assumes that people have a psychological need to work and that they desire achievement and responsibility. The Theory Y, in Argyris' (1973) terms assumes that people desire to be adults. School administrators who subscribe to Theory X view their role as motivating, controlling and modifying behavior through either an authoritarian, coercive approach or through a human relations approach. The emphasis is on rewarding and persuading by either approach. Administrators using Theory Y view their jobs as arranging school conditions and methods in such a way that students and teachers efforts are facilitated and supported.

Likert's theory is sometimes referred to as an interaction influence theory which is primarily concerned with integrating human needs with those of the organization. Through decentralization and dynamics related to the following processes, motivation is

increased. Goal setting should be a function of each work group and based on group decision. Communications should be two-way and both lateral and vertical in nature. Open communication should be encouraged so that the system has constant and accurate feedback. Decisions should be "validated" by securing a commitment from each individual in the working group. Groups, not individuals, make decisions. Work groups should be interdependent and interactive; they should not function as isolated components within the organization. Non-economic motives dealing with satisfaction and feelings of support should be developed (Likert, 1967). The primary concern of the leader is to insure that each member experiences support and a sense of worth according to his own background, values and expectations. The leader must maintain high goals for his group and facilitate interaction between work groups (Likert, 1967). Thus, he must be concerned with the human element rather than following strict rules and procedures in a routinized fashion as is done by functionaries in bureaucracies.

Likert (1967) also indicates that most organizations are structured according to one of the two following patterns: Man to Man Pattern of Organization and Group Pattern of Organization (Figure 3). Even though the Group Pattern of Organization seems more facilitative, Likert insists it is inadequate. The Man to Man Pattern might reflect the staffing pattern in a traditionally structured school while the Group Pattern reflects a school with some form of differentiated staffing. Although there may be some

interaction among peers, communication is still generally of a superior-subordinate nature.

Figure 3

Likert's Organizational Patterns

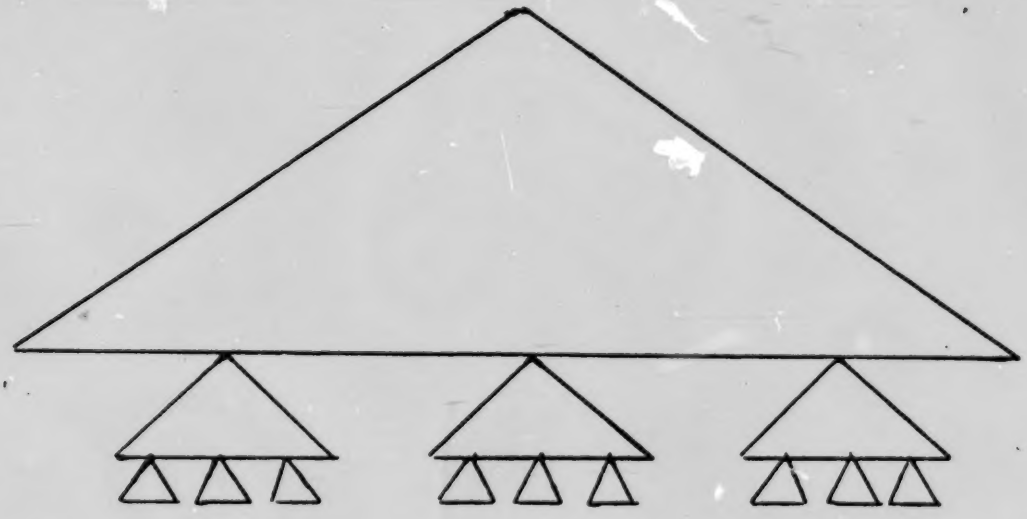
a. Man to Man

b. Group Pattern

Likert indicates that the optimal type of structure for many organizations is based on "the linking pin theory" (Figure 4).

Figure 4

Linking Pin Pattern



Each group is linked to all others by some member who holds overlapping membership in more than one group. Members at all levels of the organization are involved in decision making. Interaction between groups is facilitated and the worker feels he/she has control and influence within the organization. This leads to a greater feeling of support and self-actualization which in turn produces a stronger commitment on the part of the individual toward the goals of the organization. Because the individual is involved in decision making, interaction and goal setting, the values and goals of the group are reflective of the individual's own needs, thus, the ideographic and nomothetic dimensions are integrated. Since the emphasis is on the group rather than the individual, the pressure for performance eminates from the work group which maintain a healthy equilibrium because of the accurate and rapid feedback provided by group members.

The Likert model is based on the systems theory which provides a much more comprehensive view of organizational processes than do other approaches (such as that utilized by the OCDQ--Organizational Climate Description Questionnaire) which are concerned with a segmental, restricted exploration of some sub-component organizational dynamics. Likert emphasizes that the component parts of the organization must be operating in harmony with the human needs of the members within it and those served by it. Likert's model is predicated on the concepts of causal, intervening and end result

variables. His System IV model is as follows:

System I: Exploitive Authoritative

System II: Benevolent Authoritative

System III: Consultative

System IV: Participative Group

Figure 5 further explains and outlines Likert's System IV model.

As an organization develops, it will use the principles exposed by Likert, and begin to move toward the participative group climate described in System IV. Likert believes that the causal variables dealing with leadership must change first. He views these as independent variables that management can control. They must change if a significant impact is to be made on other components in the system. Once these are modified, the intervening variables dealing with loyalties, attitudes, motivation and potential for interaction will be modified. Likert stresses that there is a time lag of twelve to eighteen months between implementation of factors dealing with causal variables and any evidence of significant change in intervening variables.

In time, end result variables dealing with output and productivity will increase. Likert has applied his model to school organizations as illustrated in Figure 6. The organizational climate is the cumulative effect of leadership at all levels above the immediate supervisor, not just the top leader. Likert's instrument, Profile of a School, can be used with teachers, administrators and students to map the perceptions of school climate.

Figure 5

Charateristics of Likert's Four Management Systems As They Relate To Concepts of McGregor, Maslow and Getzels-Guba

	Organizational Structure and Interaction Process	Decision Making Processes	Leadership Processes	Motivational Forces	Communication Processes
System I Exploitive Authoritative	Formal hierarchial structure -orders passed downward -a great deal of pressure to conform Only the nomothetic goals of the organization considered	Decisions made at the top-well defined lines of authority	Based on theory x concepts that people don't want to work-must be coerced	Conflict and competition among peers-only economic needs considered-climate is punative in nature	Communication is downward from the top, much distortion and little feedback
System II Benevolent Authoritative	Still hierarchial-less coercive than system one but those at the top rule	Persons allowed to make "token" decisions at times but workers really have no influence on decision making processes	Paternal leadership-attempts to be kindly but Theory X view is still accepted and the boss rules	Some attempts to placate needs of individual as a father would give a present to a child- still economic, safety and security needs are main considerations	Communication is mostly downward although there is some flow upward a great deal of distortion but some feedback

Figure 5 (Continued)

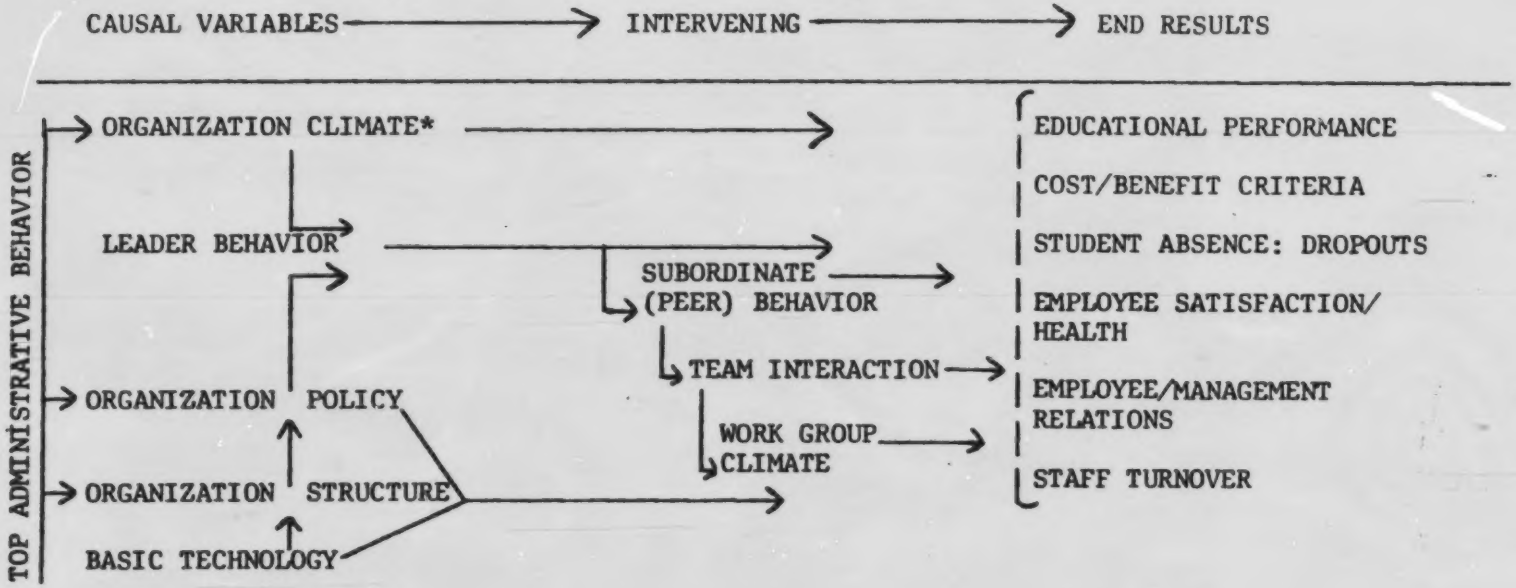
	Organizational Structure and Interaction Processes	Decision Making Processes	Leadership Processes	Motivational orces	Communication Processes
System III Consultive	Less pyramided structure-but still traditional-some interaction between members at different levels - some concern about integrating needs of the individual with those of the organization	Members are consulted but do not have final authority to make decisions particularly those related to major policies	Leadership is more situational and philosophy is oriented more toward theory Y - however, workers are still not trusted to make big decisions and establish policy	Some attempts to satisfy higher level needs of autonomy and esteem but still little attempt to provide supportive environment for self-actualization	Communication is both downward and upward - there is also some horizontal communication. System wants and receives substantial feedback

Figure 5 (Continued)

	Organizational Structure and Interaction Processes	Decision Making Processes	Leadership Processes	Motivational Processes	Communication Processes
System IV Participative	Organic type structure - a great deal of interaction based on linking pin concepts and overlapping group membership - Every attempt made to integrate the ideographic needs of the individual with the nomothetic needs of the organization	Members actually formulate and determine many of the goals and decisions within the organization They are involved in policy making	Based on Theory Y concepts - People are capable of making judgments and decisions concerning their work and are to do so better able than those at top of organization	Sincere and genuine attempts to satisfy higher motivational needs of esteem and self-actualization-climate is supportive so that needs may be pursued	Communication flows freely both vertically and horizontally- A great deal of feedback to the system which allows it to adapt quickly

Figure 6

A SYSTEMS APPROACH TO ORGANIZATIONAL EFFECTIVENESS IN SCHOOLS



*Organization climate is the cumulative effect of leadership at all levels above the immediate supervisor, not just the top leader.

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Climate

Lonsdale (1964) defines organizational climate as the global assessment of the interaction between the task-achievement dimension and needs-satisfaction dimension within the organization or, in other words, of the extent of the task-needs integration. Owens (1970) viewed organizational climate as a function of dynamic inter-relationships between the needs of the individual person and the needs of the organization as they are expressed by the demands of the individual. The set of internal characteristics that distinguishes one school from another and influences the behavior of people in it is called the organizational climate according to Halpin (1966).

The climate is an end product of the school groups -- students, teachers, administrators, as they work to balance the organizational and individual dimensions of a social system. These products include shared values, social beliefs, and social standards (Hoy and Miskel, 1978).

Defining organizational climate as a set of internal characteristics is similar in some respects to early descriptions of personality. The climate of the school can be thought of as the personality of the school (Halpin, 1964).

Generally speaking, a climate may be placed somewhere in a range of closed to open depending on how well certain factors related to leadership, decision making and communications are judged to be effective by the participant of the organization.

The most widely known conceptualization and measurement of the organizational climate in schools is Halpin and Croft's (1963) study of elementary schools. They began mapping the organizational climate of schools when they observed that: (1) schools differ in their feel; (2) the concept of morale did not provide an index of this feel; (3) "ideal" principals who are assigned to schools where improvement is needed are immobilized by the faculty; and (4) the topic of organizational climate generated interest.

The approach used was one of developing a descriptive questionnaire to identify important aspects of teacher-teacher and teacher-principal interactions. Nearly one thousand Likert type items were composed, each of which was designed to answer the basic question, "to what extent is this true of your school?". From this original bank of items, a final questionnaire was developed containing sixty-four items. Called the Organizational Climate Description Questionnaire (OCDQ), this instrument looks at the social standards component of the school's culture, defining appropriate behaviors (Hoy and Miskel, 1978).

Four subscales on the OCDQ relate to teacher behavior while four other subscales relate to principal behavior. From certain combinations of scores gathered from these subscales a school's climate is rated open, autonomous, controlled, familiar, paternal or closed. Halpin states that the closer a school comes to having an open climate, the more facilitative will be work environment.

The distinctive feature of an open climate is its high degree of thrust and esprit and low disengagement. The principal and faculty are genuine in their behavior. The principal ranks high in leadership. The open school is not preoccupied exclusively with either task achievement or social needs satisfaction, but both emerge freely.

The closed climate represents low thrust and esprit and high disengagement. The principal stresses unnecessary busywork and the teachers are experiencing low satisfaction. The principal is an ineffective leader. The behaviors of both the principal and teacher are not genuine when inauthenticity pervades the school's atmosphere (Hoy and Miskel, 1978).

There has been some controversy of the OCDQ. James F. Watkins (1968) found a general weakness in the "middle" climate types and John H. M. Andrews (1965), in one of the most comprehensive validity studies of the OCDQ, concluded that the eight dimensions of the OCDQ possess good construct validity but the designation of discrete climate categories adds nothing to the meaning already present in subtests, and in fact, distract from the OCDQ.

It is also criticized because it may not be suited to study large, urban or secondary schools. Urban and secondary schools invariably have closed climates. Fred O. Carver and Thomas J. Sergiovanni (1969) suggests that the OCDQ may lack sufficient potency to map adequately the organizational climate of large schools. This suggestion might be premature for although the present prototype profile method of designating discrete climates

among secondary schools is not especially useful, the openness index does provide a means of examining relative openness and closedness. The subtests of the OCDQ measure important components of the organizational climates of secondary as well as elementary schools.

The OCDQ seems to be a useful device for the general charting of school climate in terms of teacher-teacher, and teacher-principal relationship, which can be considered social standards or shared arguments concerning the acceptability of behavior.

Willard Waller's (1932) studies point out the saliency of pupil control in both structural and normative aspects of school culture as another way to conceptualize the social climate of the school. Donald J. Willower and Ronald G. Jones (1967) have described pupil control as the "dominant motif" within the school social system, the integrative theme that relates to teacher-teacher and teacher-principal relations. Some of the noteworthy findings of Willower's study on Pupil Control Ideology (PCI) are the following: (1) male teachers tended to be more custodial than female teachers, but grade level was probably an influencing factor since more male teachers held their positions at the secondary level; (2) secondary school principals with more than five years of administrative experience were less custodial than secondary principals with five or less years of experience; and (3) elementary teachers with more formal education tended to be less custodial than less educated elementary teachers. In general, teachers were more custodial in pupil control ideology than

principals and counselors; elementary teachers and principals were less custodial than their counterparts at the secondary level; teachers with more than five years of experience in the classroom were more custodial than those with less than five years and closed-minded teachers and principals were more custodial than open-minded teachers and principals.

The model for the custodial orientation is the traditional school, which is rigidly structured and highly controlled. Teachers who hold a custodial orientation perceive the school to be autocratic with a strict teacher-pupil status hierarchy.

The humanistic school model is based upon cooperation and experience in student learning. Self-discipline is stressed and two-way communication is channeled between teacher and student. According to Fromm (1948), it stresses both the importance of the individual and the creation of an atmosphere that meets student needs.

The PCI (Pupil Control Ideology) form does not provide the complex measure of either the Halpin and Croft or the Likert and Likert measures. Yet, the concept of pupil control and its measurement allows another view of the school climate, one which focuses on teacher-student relations rather than principal-teacher relations. This concept has proved to be a powerful predictor of the feeling of the school. Hoy and Appleberry (1969) compared the most humanistic schools and the most custodial schools in terms of their climate profiles using the OCDQ dimensions. They found that there is a high relationship between the humanistic schools and the openness of organizational climate.

In the later 1960's, teams of principals and other administrators in some forty school districts throughout the nation were involved in developing school climate and administrator improvement projects. Also, involved in these projects was CFK Ltd., a foundation established in 1967 by the late Charles F. Kettering II, a most remarkable educator. His idea was to create a foundation which would relate to educational problems of essential concern to school administrators. To assist in directing the foundation, CFK Ltd. has some seventy-five associates who are largely public school superintendents, principals, assistant superintendents, and professors from various universities. Most of the associates direct projects within their districts.

The following description of school climate concerns: (1) goals for the school's learning programs; (2) factors which comprise climate and determine its quality; (3) elements of a school's operations that contribute to a positive climate; and (4) basic human needs which any school must address. This is a summary of the CFK Ltd. School Climate Profile (1973, p. 53). Following are two basic goals of school climate:

> To provide throughout the school a wholesome, stimulating and productive learning environment conducive to academic achievement and personal growth of youth at different levels of development. (Productivity includes such factors as achieving basic skills, developing and expanding an adequate knowledge base, and utilizing inquiry and problem solving processes.)
>
> To provide a pleasant and satisfying school situation within which young people can live and work. (Satisfaction includes such factors as gaining a sense of personal worth, enjoying school, and gaining rewards from participation in worthwhile and productive activities.)

These primary goals focus on the young people for whom schools exist. A corollary is provision of a stimulating and productive environment for the adults of the school community -- the faculty, principal, other staff members, and parents. To summarize, these goals or outgrowths of a school climate can best be characterized as productivity and satisfaction.

General Climate Factors. If you were to walk into a school building and try to gain a sense of its prevailing climate, what would you look for? Along what lines would you assess its positiveness or negativeness?

At least eight factors comprise the school's climate and determine its quality. They result from an interaction of the school's programs, processes and physical conditions. Ideally, there should be evidence of:

1. Respect. Students should see themselves as persons of worth, believing that they have ideas, and that those ideas are listened to and make a difference. Teachers and administrators should feel the same way. School should be a place where there are self-respecting individuals. Respect is also due to others.

2. Trust. Trust is reflected in one's confidence that others can be counted on to behave in a way that is honest. They will do what they say they will do.

3. High Morale. People with high morale feel good about what is happening in school.

4. Opportunities for Input. Not all persons can be involved in making the important decisions. Not always can each person be as influential as he might like to be on the many aspects of the school's programs and processes that affect him. But, every person cherishes the opportunity to contribute his or her ideas, and know they have been considered. A feeling of a lack of voice is counterproductive to self-esteem and deprives the school of that person's resources.

5. Continuous Academic and Social Growth. Each student needs to develop additional academic, social and physical skills, knowledge, and attitudes. (Many educators have described the growth process as achieving "developmental tasks." Educators, too, desire to improve their skills, knowledge, and attitudes in regard to their particular assignments within the school district and as cooperative members of a team.)

6. Cohesiveness. This quality is measured by the person's feeling toward the school. Members should feel a part of the school. They want to stay with it, and have a chance to exert their influence on it in collaboration with others.

7. School Renewal. The school as an institution should develop improvement projects. It should be self-renewing in that it is growing, developing and changing rather than following routines, repeating previously accepted procedures and striving for conformity. If there is renewal, difference is seen as interesting, to be cherished. Diversity and pluralism are valued. New conditions are

faced with poise. Adjustments are worked out as needed. The "new" is not seen as threatening, but as something to be examined, weighed, and its value or relevance determined. The school should be able to organize improvement projects rapidly and efficiently, with an absence of stress and conflict.

8. Caring. Every individual in the school should feel that some other person or persons are concerned about him as a human being. Each knows it will make a difference to someone else if he is happy or sad, healthy or ill. (Teachers should feel that the principal cares about them even when they make mistakes or disagree. And the principal should know that the teachers -- at least most of them -- understand the pressures under which he or she is working and will help if they can.)

Basic Human Needs Within the School. If it is to be successful --productive and satisfying--any institution must provide opportunities for students, faculty, staff, and administrators to fulfill their basic human needs. An effective, wholesome climate cannot exist without meeting such needs. In a sense the basic needs are an additional means of viewing many of the climate factors just described. No school organization can possess a wholesome climate without providing its students and educators with these essentials:

> Physiological Needs for involvement in learning. These involve the school's physical plant including heat, light, safety from hazards such as fire and relatively uncrowded conditions.
>
> Safety Needs pertaining to security from physical and psychological abuse or assault from others in or around the school.

Acceptance and Friendship Needs from other students, teachers, staff, and administrators.

Achievement and Recognition Needs in regard to one's endeavors and the school's learning programs.

Needs to Maximize One's Potential or to achieve at the highest possible level.

Focus of School Climate Improvement Projects. It is not likely that a school can directly embark upon precise projects to improve trust, respect, cohesiveness, caring, opportunities for input, high morale, school renewal, and continuous growth. These are not factors which the school is likely to have been working on directly, even if it could. They are universal and their quality is actually a result of the practices and programs of the more specific school operations within the areas of program, process, and material determinants described below.

School Climate Determinants. Described below are eighteen features of a school's operations which largely determine the quality of the factors and goals which comprise climate. It is by improving these eighteen school climate determinants that school improvement projects can most easily be developed and evaluated.

The determinants are divided into three major categories: program, process, and materials determinants.

Program Determinants of a positive school climate include:

1. Opportunities for Active Learning in which students are totally involved in the process, both physically and mentally, and are able to demonstrate an ability to use their knowledge and skills.

2. Individualized Performance Expectations which are reasonable, flexible, and take into account individual differences. Individuals are frequently encouraged to set their own performance goals. Care is taken to allow for differences while at the same time providing maximum challenges for fully motivating the individual.
3. Varied Learning Environments which avoid a single, standard mode of instruction, class size or atmosphere.
4. Flexible Curriculum and Extracurricular Activities which provide a wide variety of pace and content options for learners. It is not assumed all learners in a group have the same content needs or that most will learn at the same rate. Extracurricular activities should serve all students and be subject to constant redevelopment as students' needs change. To the greatest extent possible such activities should be offered on an open enrollment basis.
5. Support and Structure Appropriate to Learner's Maturity in which the school designs its programs, activities and requirements so they are consistent with the ever-changing intellectual, social and physical developmental characteristics of youth as they grow. Educators practice the principles of child and adolescent growth and development.
6. Rules Cooperatively Determined involving educators and students in the development of rules and regulations which are clearly stated and viewed as reasonable and desirable by those affected.

7. Varied Reward Systems which minimize punishment and emphasize positive reinforcement of effective behavior. The school should recognize the need for and provide a variety of ways in which students and educators can be productive and successful.

Process Determinants of a positive school climate include:

1. Problem Solving Ability in which skills are adequately developed to reach effective solutions quickly. Problems should stay solved and the solving mechanism should be maintained and strengthened. There should be well developed structures and procedures for sensing the existence of problems, for inventing solutions, for implementing them and for evaluating their effectiveness.
2. Improvement of School Goals in which they are clearly stated and understood by students, parents, and educators. Goals should serve as reference points for making decisions, organizing school improvement projects, and guiding day-to-day operations. Students, staff members, and administrators are encouraged to develop personal goals directed toward their own growth within the context of the school program.
3. Identifying and Working With Conflicts in a way that recognizes that conflict is natural and that it occurs within individuals, between them and between groups. Conflict is not a problem unless it mounts up, is not faced, and is allowed to fester. In a favorable climate conflict is accurately identified and effectively worked on.

4. Effective Communications which enhance interpersonal relationships among and between educators and students, and parents rather than causing alienation, isolation, misunderstanding, fear and frustration. There should be emphasis on sharing and problem solving, as well as a concern for purposeful listening.

5. Involvement in Decision Making in which opportunity to improve the school exists for students, educators, interested parents, and others. Persons affected by a decision need an opportunity to provide input. Decisions should be based on pertinent information, and decision processes should be clearly specified and understood by all. A variety of decision making models should be used and the entire process reviewed periodically for effectiveness and efficiency.

6. Autonomy With Accountability which balances the freedom of being responsible for actions through reporting and explaining processes in achieving goals and objectives. This equity is vital not only to the school as an organization, but to educators and students as individuals and as working groups.

7. Effective Teaching-Learning Strategies in which goals for teaching-learning situations are clearly stated and educators seek evaluative feedback from students and other educators. Teachers should recognize that students have

varied learning styles and should attempt to employ methods which consider these styles as well as student maturity. Students should have frequent opportunity to choose from a variety of learning activities. Inquiry should be encouraged, and a system should exist to evaluate teaching strategies.

8. Ability to Plan for the Future is a characteristic whereby the school determines and plans for its immediate and long-range future. In this process the school's educators and clientele analyze the general course of the educational program at their school and deliberately plan desirable changes and modifications in the school's programs, services, and processes. It involves planning skills and a future orientation--the attempt to project conditions as the educators and clientele want them to be.

Material Determinants of a positive school climate include:

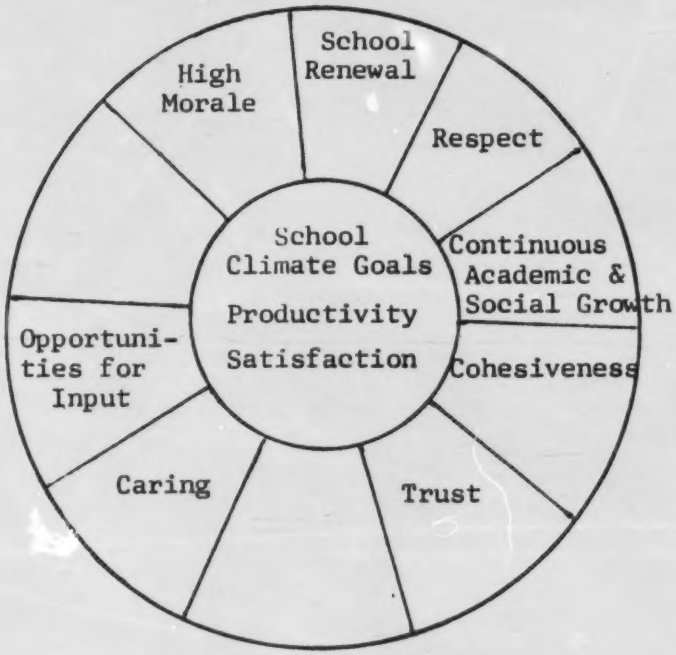
1. Adequate Resources which include able educators and support for them and students through provision of instructional material centers and laboratories, desirable classroom or learning-area equipment, furniture, textbooks and references, other materials, and adequate expendable supplies.
2. Supportive and Efficient Logistical System which is designed to help people be productive in achieving school, curriculum, and extracurricular activity goals. A responsive system enhances morale. Procedures should enable individuals to efficiently acquire needed material resources. Educators

should be able to get commonly used resources rapidly. The system should provide quality in such areas as student scheduling, and in custodial, maintenance, secretarial, purchasing, budgeting, and accounting services. Each individual should know what he can and cannot expect of a school's logistical system.

3. Suitability of School Plant in which the institution modifies the physical plant as program and human needs change, keeping building decor attractive by use of color, furniture arrangement and displays of student work.

To summarize, the following Figure 7 combines the concepts discussed.

BASIC HUMAN NEEDS OF STUDENTS AND EDUCATORS				
Physiological Needs	Safety Needs	Acceptance and Friendship Needs	Achievement and Recognition Needs	Needs to Maximize One's Potential



SCHOOL CLIMATE DETERMINANTS		
Program Determinants	Process Determinants	Material Determinants

The Role of The Administrator. If a school accepts the premise that it should provide the best possible learning climate for students and staff, then the administrators need to fulfill unique leadership responsibilities. In working with staff and the school's clientele, the administrator provides the leadership for:

1. Assessing the school's climate and isolating improvement needs.
2. Setting goals to describe needed improvements.
3. Reducing goals to manageable projects with measurable objectives.
4. Developing and implementing activities for attaining the objectives.
5. Evaluating progress by establishing check-points and periodically monitoring achievements.
6. Improving each project in light of evaluative processes.

CFK Ltd. School Climate Profile (1973)

The administrator's awareness of his or her perception of leader behavior seems imperative for improving education. Good leadership depends not only upon the administrator's conception of what his/her job is--of what management is; but also on his/her convictions and beliefs about people.

Perceptual evaluations of performance of leadership effectiveness are important outcomes to the individual leader. Subjective judgments of the leader by subordinates, peers and superiors yields a second effectiveness type. In the school organization, the opinions held by students, teachers and administrators, and school personnel are examples of perceptual appraisals.

There have been many approaches to the study of leadership. Historically, leadership studies were character-trait studies which focused primarily on the individual characteristics of effective leaders. These were used in what now appears to be a futile attempt to predict administrative leadership. Owens (1970) identified the following as common traits of leaders: intelligence, imagination, perserverance, and emotional stability. Barnard (1979) also listed five qualities he identified as being characteristic of leaders: vitality and endurance, decisiveness, persuasiveness, responsibility, and emotional stability.

During the past two decades, the study of leadership has centered on the behavior-oriented approach. This approach is concerned with educational leadership defined as, "that action or behavior among individuals or groups which causes both the individual and group to move toward educational goals that are mutually acceptable to them." (Ramseyer, 1960)

Andrew Halpin, one of the authorities in this area, maintained that leaders are always confronted with the task of organizational development and with two duties: (1) as a problem solver/decision-maker, and (2) as group leader. As a decision maker, he/she must learn how to consider alternatives and not to act on impulse. As a group leader, the leader is committed not only to how well the group accomplishes the group task, but also to how well the group remains intact as a group because their morale and cooperation are as important as the group task (Halpin, 1957).

Robert Fox and his CFK Ltd. colleagues made this comment about leadership services: "The school administrator makes the difference." (Fox, 1974) For example,

> Faculties that move rapidly from theory to practice are led by self-directed, change-oriented administrators. Very simply stated, the principal knows where he is going. He reads widely, listens to teachers and other experts, and reflects on the pressures that come from many sources. He has developed a philosophy of education.

According to a CFK Ltd. occasional paper written in 1971 and entitled, The Principal as the School's Climate Leader, the task of the climate leader principal is to: (1) identify the needed school climate; (2) identify the organization behaviors observable among administrators and staff in the desired school climate; (3) identify the management system necessary to facilitate the desired outcomes; and (4) specify program priorities to facilitate staff growth, accountability, and evaluation consistent with climate (Lonsdale, 1964).

For the administrator, the message is clear. No longer will it be permissible to sit back and do the trivial administrating, while the quality of education declines and his teachers, students, and community become dissatisfied with the climate of their schools. If the principal is to survive, he/she must fully understand his/her leadership role and all other determinants and apply the skill and techniques necessary to make his/her school a place that both students and teachers feel good about being part of. He/she must start putting people first.

This current review of the literature and recent research has demonstrated the overwhelming trend to accept the notion of the school as a highly complex and sophisticated social system. Using the theoretical concept as conceived by the Getzels-Guba Model, it becomes logical to assume that when personal (ideographic) and organizational (nomothetic) goals are met concomitantly via particular organizational behavior, then staff and student satisfaction, organizational health, and higher productivity are more likely to occur.

This research investigation is designed to examine the area of organizational climate and to determine those factors which determine a healthy organizational climate at the secondary level. The review verified some of the unique aspects of the study by revealing the absence of any conclusive research on what the study assumes to be other important factors which should be included in climate studies, such as the general climate factors specifically reviewed in the CFK Ltd. School Climate Profile.

Probably the most unique aspect of this study is in the realm of defining organizational climate. All research examined defined climate in terms of teachers and administrators. A unique aspect of this study is that student input has become an integral factor.

Procedures for Data Collection

Two hundred and thirty randomly selected students, 37 out of 40 selected teachers, 72 parents and two administrators completed the CFK Ltd. School Climate Profile.

The questionnaire was distributed to the staff during a faculty meeting which was held specifically for the purpose of completing the survey. All participants of this survey were randomly selected using a table of random numbers.

Block leaders were responsible for the administration of the student questionnaire which was completed in class and returned directly to the teacher.

Parent questionnaires were mailed along with a self-addressed stamped envelope for prompt return. Approximately 240 parent questionnaires were mailed with a return of 72.

Instrumentation

The CFK Ltd. School Climate Profile was created as an outgrowth from a series of principal development projects with interested school districts throughout the nation. In the fall of 1967, a national survey was conducted by the Charles F. Kettering Foundation for the purpose of identifying current educational problems which concerned a national sample of public school educators. The problem of school climate emerged as one of the chief concerns expressed in this survey.

Early in 1968, the CFK Ltd. mailed out a six-page prospectus to approximately 125 school districts for the purpose of soliciting school districts interested in participating in a program that would establish study teams to work on the implementation of Individualized Continuing Education programs for school administrators and to develop methodology for the improvement of school climate. Fifteen school districts (of which seventy-five percent were located west of the Mississippi River) indicated a sincere desire to

participate. These school districts and their selected representatives formed what was the original CFK Ltd. Associates Group. Meetings on a national level were held twice a year, with regional level meetings held more frequently. It is important to emphasize that the concepts and philosophies which form the rationale for the School Climate Profile originated at the grass roots and proceeded through a concentrated effort of over 200 dedicated educators. The CFK Ltd. Associates added college and university professors to the membership to get a balance of scholarly and practical communication within the group.

In 1971, a task force was formed under the guidance of Robert S. Fox, a professor from the University of Michigan, including such well known educators as: Edward Brainard, George Carnie, William Georgiades, Eugene Howard, and James Olivero. The founder of the CFK Ltd., Charles F. Kettering II, was also an integral member of this group. The task force was created to provide direction and to centralize the thoughts and ideas that were emerging from the participating districts. This group published an occasional paper titled, The Principal as the School Climate Leader: A New Role for the Principalship, which outlined some prototype instruments for the measuring of school climate.

Early in 1972 a second task force was formed for the specific purpose of creating material for a book and a climate instrument that would provide assistance in grouping with the problem of providing leadership, and thereby establishing better school

climates in schools. The final product was titled, School Climate Improvement: A Challenge to the School Administrator, and was published by Phi Delta Kappa Educational Foundation in 1974. In this book the entire process of determining a logical approach for the development of a healthy school climate is fully explained, along with the inclusion of the instrument that was used in this study.

Data Analysis

Given the circumstances, the morale, climate in relation to the general climate factors of respect, trust, opportunities for input, continuous academic cohesiveness, school renewal and caring is shown to be fairly high. Even more surprising is the staff profile which shows a generally better climate in comparison to both student and parent profiles. The climate factor of caring is ranked highest for the staff which could possibly indicate that there are good relationships between staff and administrators, between staff, staff and students, and between teaching staff and support staff. This also is indicated by the rank of the respect factor for each group. Staff again ranks this factor high and nearly as high as caring. Given the circumstances, one would generally predict that both of these factors would be ranked relatively low. A final indicator that climate is relatively good for staff is the range of responses. There is less range in the staff at a higher end of the rating scale.

Staff behavior during the year was contrary to the results shown in the profile. As stated each factor was rated relatively high and in many cases the highest for any group. Yet in behavior the teachers were controversial; refused extra duties, would attend meetings only at certain hours, referred the majority of discipline matters to the administrators and were continually complaining about the lack of a contract and the frightful conditions which existed. Behavior observed showed that the staff acted in a certain manner. The instrument shows the result of the staff attitude toward climate as directly opposite to their behavior. Clearly the climate seems open and morale high if judged solely by the instrument results. I feel this could partly be accounted for by staff having the opportunity to fill out the questionnaire alone without added peer group or union pressure. There was not any group discussion held during the completion of the instrument. I feel peer group pressure was a contributing factor in staff behavior.

The climate factor ranked lowest by the staff also came as a surprise. This is an IGE middle school where opportunity for input should be high. This item was ranked lowest by staff members.

The support staff results were very similar to teaching staff in most areas. The high factors were respect and caring. The low factor was opportunity for input.

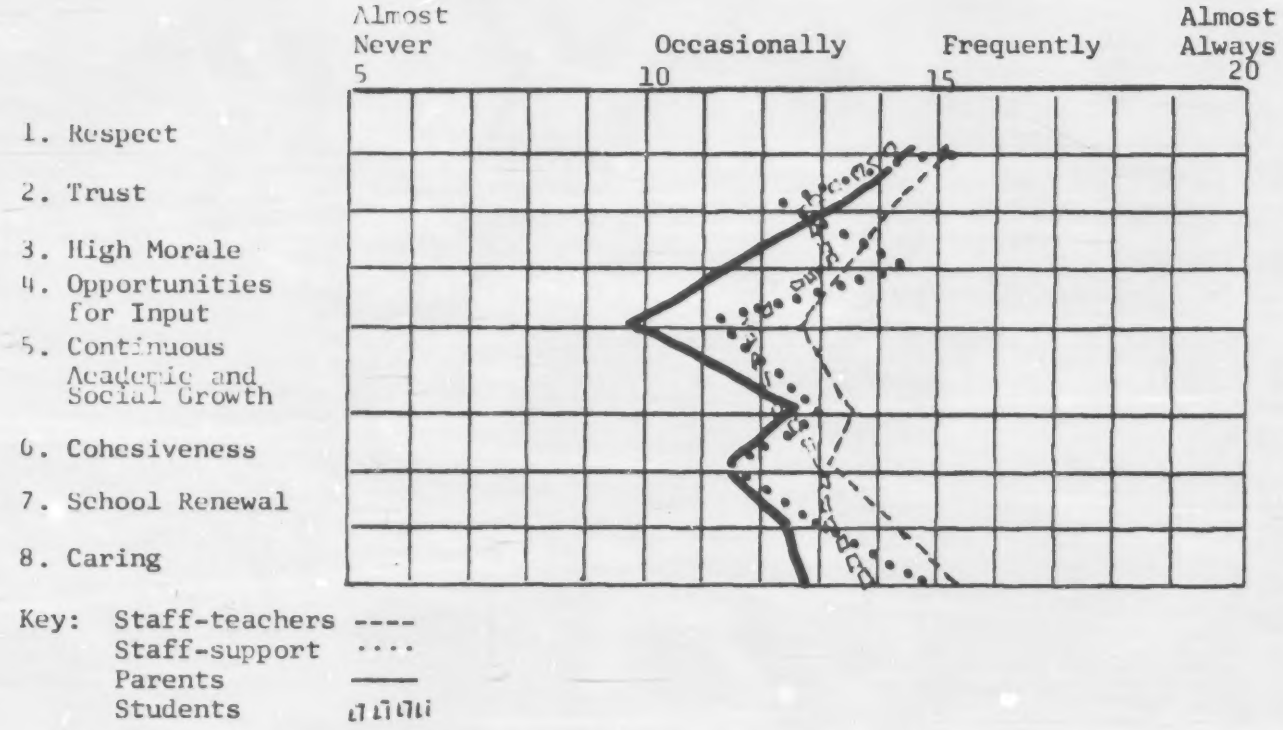
Parents ranked respect and caring highest yet relative to staff rankings were somewhat lower. The lowest ranked factor again was the opportunity for input. The range covered by parent responses was the largest, ranging from 0-20 in most cases. This could be attributed to the fact that many parents have little involvement with the school and do not really feel they are an integral part of the school scene.

Student rankings were high on most of the climate factors. The highest ranked factor was again respect. All groups were consistent in their ranking of this factor. The opportunity for input was lowest ranked by the students. This seems to be a consistent pattern through all groups. The students would be expected to have the least input so this result is not unaniticipated.

Generally, the data are clustered around the area of frequently occurs moving toward the occasionally. There are no extremely high or extremely low profiles. The data suggest an agreement or at least similar attitudes by all respondents. This suggests that climate is fairly good needing only minor changes to bring even better understanding to this school. See Figure 8.

Figure 8

Climate Profile Data Chart



General Climate Factors

	Respect	Trust	High Morale	Opportunity for Input	Continuous Academic and Social Growth	Cohesiveness	School Renewal	Caring
Staff-Teachers	10-20	10-19	10-18	9-20	8-19	9-19	9-20	10-20
Staff-Support	11-19	10-17	11-18	9-13	9-17	7-13	10-15	10-20
Parents	1-20	0-20	0-20	0-20	0-20	0-20	0-20	0-20
Students	7-20	6-19	6-20	4-19	5-20	6-20	9-20	0-20

Range Chart

Intervention Techniques

An area of follow-up is that of decision making. Teachers face at least two levels of decisions in the course of their lives. At the first level, a teacher decides to become and remain a member of a given school. This requires a display of minimum loyality, abide by rules and do what is asked in a satisfactory manner. In exchange for this service, a salary is given along with other rewards, i.e., fringes, etc. A decision at the second level is more potent for the school and teacher. At this level, a teacher decides to increase his or her commitment beyond that which is expected, i.e., to strive for excellence. The rewards at this level are recognition, responsibility growth, competency, etc.

Deficiencies in rewards at the first level result in marginal membership. However, at the second level, the reward deficiency results in a decline in job performance. The extent to which an individual teacher makes a commitment is dependent partly upon the nature of the school environment and partly upon the expectations, values and behavior of the school administration. The quality of the school is largely determined by the decision level for which the teachers opt. (Carver, Sergiovanni; p. 185)

According to the CFK Ltd. Profile, the low ranking of decision making places the question as to whether the staff reached a satisfaction point, or if they are not involved enough in decision making. Input is normally ranked high in an IGE school. According

to Lipham and Speed (1979), decision making is a foremost feature of IGE schools.

According to a study done by Wright (1976) in which he measured desire and actual level of involvement of staff members in making decisions in IGE schools, it was found that teachers desired greater involvement in making decisions of school wide and district wide scope, since many of them felt that administrators, even in SPC's and IIC's were still making more potent decisions than was ideal. These findings could also reflect Stoughton's feelings. The saturation point could be a factor because there are RCC and ICC meetings held weekly, daily block meetings, and monthly department meetings.

In 1977, Feldman adapted Wright's Decision Involvement Index adding a question to ascertain the level of staff satisfaction with the decision making process itself. He found that the actual level of involvement of teachers in decision making to be significantly and positively related to overall and facet teacher job satisfaction.

The intervention activities which followed this assessment are listed as follows:

1. Communication with staff and parents on school expectations for students.
    a. Letter home to parents including school rules and statement to elicit input on school rules.
    b. Discipline Committee created as problem-solving, preventive, and resource group for dealing with classroom, building and campus behavior.
    c. Folders to each student including school expectations.
    d. Unit leaders and teachers verbally communicate expectations to students.

e. Assistant Principal visits each team to verbally communicate expectations to students.
f. P.A. system is utilized daily in maintaining and reinforcing expectations.

2. Communication with staff.

a. Continuation of visitation by assistant principal to team meetings.
b. More frequent all staff meetings on such topics as:
   -- Children's Code - Dane County Social Services (responsibilities and limitations of staff in student behavior)
   -- Maintenance of plant.
   -- Relaxation techniques.
   -- Staff is encouraged to plan future meetings with their own agenda.

3. Incentives to staff for special involvement.

a. Chairman of Discipline Committee to be sent to Atlanta Conference.
b. Members of Discipline Committee to be sent to Discipline and Motivation Conference in Milwaukee.
c. Staff given opportunity to leave 1/2 hour early, if involved in Noon hour supervision.

4. Assistant Principal involved in instructional climate of school by:

a. Becoming more involved in supervision.
b. Serving as curricular research person.

5. Departments are responsible for generating input by chairing own meetings.

6. Nutrition Workshop - District offered - substitutes hired.

7. Anti-Litter Day - publicity city wide, slogans, posters, newspaper coverage.

8. Sending staff to conferences.

9. Send staff birthday cards.

10. Central staff involvement, i.e., building inservices on Bilingual Education (ongoing).

11. SEA support for positive climate.

12. Inservices on group dynamics; problem-solving; and conflict resolution.

13. Social engagements as a faculty.

Numbers 14-20 are the staff's perceptions of how they can enhance school climate in their relationship with students and parents. This list was compiled at an inservice session dealing with climate.

14. Climate determinant of caring for students.

    a. Practice all aspects of good human relationships without being guarded, constricted, defensive, and shallow.
    b. Showing concern individually - talking about results to kids separately to decrease poor image.
    c. Public relations with parents.
    d. Personal interaction with students.
    e. Encourage good peer relationships (discourage killer statements, etc.).
    f. Giving our time for extra help.
    g. Self-esteem personal accomplishment.

15. Climate determinant of trust.

    a. Admit own mistakes.
    b. Do what you say you are going to do.
    c. State you are having a bad day.
       -- State own needs and your expectations of you and them.
    d. Fairness with discipline.

16. Climate determinant of renewal for classroom.

    a. Backing students in embarrasing situation (help save face).
    b. All verbal and nonverbal positive reinforcements.
    c. Displaying individuals work in the classroom.
    d. Understanding individual needs.
    e. Student assisting in classroom.
    f. Input from students in making rules.

17. Climate determinant of academic and social growth.

    a. Listening to needs of class.
    b. Having an understanding of the education level(s) of class.
    c. Keeping current with interest levels and changes (outside of school).
    d. Gearing curriculum toward individual differences -- open atmosphere.
    e. Preparation, understand what you are teaching.

18. Climate determinant of respect.

    a. Following rules and enforcing, showing kids you care.
    b. Consistency-role model.
    c. Respect self as a person; respect their image.
    d. Tell students behavior inappropriate, not the person as an individual.

19. Climate determinant of caring.

    a. Flexibility, sensitivity to problems.
    b. Holding students to capabilities.
    c. Respect of property, set good example.
    d. Encourage students to care for each other.
    e. Make honest attempt to help student.
    f. Understand students needs.

20. Climate determinant of trust.

    a. Consistency in expectations and rewards and punishments.
    b. Openness in relationships - admit mistakes.
    c. Respect for school and students or others.
    d. Fairness.

These intervention activities were carried out during the course of the 1979-80 school year. The climate determinants reflecting staff behavior towards students were areas determined by the staff themselves to be relevant to enhancing building climate. The concept of school climate improvement does not de-emphasize the "basics." It simply suggests that the most efficient learning programs occur in a wholesome and humane school climate.

School personnel can affect positively the nature of the school's climate. The failure to enhance the climate according to Fox (1973) is a direct reflection upon the administrator as a climate leader. It is the principal who sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers. The principal's leadership is the key to success.

Halpin and Winer (1959) conceptualized leader behavior as composed of two basic dimensions, initiating structure and consideration, which are defined as follows: (Halpin, 1957, p. 4)

Initiating Structure. Behavior which delineates the relationship between leader and members of the work group and endeavors to establish well defined patterns of organization, communication channels and methods of procedure.

Consideration. Behavior which indicates friendship, mutual trust, respect, and warmth in the relationship between the leader and staff.

Mendenhall (1977) examined the relationship between leadership behavior and principals and unit leaders to teacher job satisfaction. He found that the leadership behavior of the principal was important in promoting job satisfaction in IGE schools.

The principal's leadership style is, I feel, a high contributor to the high ranking areas of trust and respect as indicated in the data results. Both building principals are very "people" oriented and show a sincere respect and support for all of their staff. The entire list of interventions were implemented with an honest effort to enhance school climate. These techniques were not without added "flare" such as fresh fruit and rolls placed in the office and at after school meetings, and a "highlighting" of different departments, such as the media center, etc.

The rennovation project was also completed which did enable staff to become settled within their environment. It also provided better facilities than they were previously working in.

Post Results

Two hundred and twenty-five randomly selected students, thirty eight out of forty selected teachers, seventy-five parents and two administrators completed the CFK Ltd. School Climate Profile.

The post results of the intervention activities indicated that there were some noticable changes, especially in the area of opportunity for input. The data showed that all four groups ranked this area higher than they did in the Fall. I feel this can be attributed to the intervention activities associated with opening up communications with parents and students and by forming a discipline committee.

All areas seemed to have been ranked slightly higher than previously. I feel the completion of the rennovation of the building and contract settlement helped provide a more amiable atmosphere. I also feel that the intervention activities on the whole enabled the staff to become more aware that the building administrators are concerned with enhancing the "climate" and in dealing with specific areas of concern.

The staff did provide and were responsible for the input regarding how they can enhance their relationship with students and parents which as indicated, did improve the whole climate rating by parents and students. As Fox (1973) stated, it is the principal who sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers. This, I wish

to point out is a never ending task. The intervention activities implemented at Stoughton were well planned thought out programs initiated through the first survey and enhanced through staff feedback to the building administrators. Intervention activities are not "one shot." The building principals are continually working with specific techniques on a daily basis. The responsibility of enhancing climate is great and an effective administrator will take on that responsibility by becoming more aware of the organizational structure of the school, decision-making process and ongoing methods of improving concerned areas.

The Stoughton Middle School principals provided the key leadership role to the success of the intervention activities. They are viewed with respect, trust and caring. They not only possess the quality of high consideration, but also initiating structure, which is needed to be effective in "getting the job done". Both administrators provide guidance and strength to staff both professionally and personally.

Even though the climate did improve from Fall to Spring, the averages were still centered in the area of occasionally to frequently. I feel some of the underlying tones of unrest were still present within the building for the following reasons.

Even though negotiations were completed, the settlement came through arbitration with the arbitrator awarding the Board's proposal. This resulted in bad feelings towards the Board and again the complaint of low staff morale bloomed through the system

first semester. Second semester did not get off to much of an improved start for the Board discovered that they had to cut approximately $150,000 out of the budget for the 1980-81 school year to meet cost controls. This really resulted in a basic 8-4 job with the decision made by the Stoughton Education Association (SEA) not to participate in the decision making process as to what and where to cut the budget. Some staff felt the best way to reduce the budget would be to cut the administrators and eliminate inservice. Even though the opportunity for input increased, the staff chose not to participate.

A major factor that recently entered into the picture is the resignation of the middle school principal. This resignation was a surprise to many of the staff, including the Superintendent. As I stated earlier, his rapport with the staff is excellent. However, I would like to note that his behavior exhibits signs of lack of interest in following through with day to day functions. The assistant principal is handling the full load of duties which is very noticable to staff in regards to who is carrying the full load of responsibility. The staff are now concerned with who will be the new principal and prospective changes.

Final Analysis

I feel I have learned a great deal in completing this study regarding school climate and organizational structures. Through the review of the organizational structure and the integration of individual needs and organization needs I gained a closer insight

into the importance of the leadership structure and how vital it is to organizational success. Leadership effectiveness, according to Hoy and Miskel (1978) is the relative level of goal attainment. Leadership effectiveness has an objective dimension (accomplishment of organizational goals) and a subjective dimension, perceptual evaluations of significant groups such as staff, students, and parents.

The health of the organization is the function of the character and quality of the relationship between individual and the organization. The equilibrium of the organization reflects the homeostasis with its environment. A school system must remain in equilibrium by pursuing its goals while at the same time satisfying the personal needs of its members. The maintenance of equilibrium and health is again reflected and carried out through the leadership of the building administrators.

According to Argyris (1973), organizations are created by man to fulfill needs that require the collective efforts of human beings. These needs are essential if man is to survive. Without organizational effectiveness, man could lose his individual health. Organizations are simply tools which help man to survive. They are created by man and man can change them to facilitate growth.

The interdependence among variables was another area I gained awareness. It is the interdependence of many parts, i.e., personal and organizational that make up the system. Changes in one component will effect other components that make up the system. An example would be implementing a new discipline policy at the middle

school required the ability of both administrators to effectively work with all staff by dealing with their needs in order to get full cooperation and input for implementation.

The research suggests that there is low interdependence among staff in traditionally staffed schools. This middle school study showed that the staff has high interdependence among each other. The school is structured by blocks, each block consisting of math, science, language arts, and social studies. This could best be compared to Likert's "linking pin theory" whereby each member of the block is linked to the top administrator through their block leaders. Everyone is given opportunity to be involved in the decision making process.

The format of this study enabled me to take a close look at my analytical skills in regards to organizational structure and the various parts that make up the system. I had to structure my research into two distinct parts, organizational development and climate. The sub areas within the organizational development area included organizational equilibrium, social systems theory, organizational health, and Likert's systems theory. I have learned that whole systems must be observed and not just isolated parts when placing judgment upon observed behavior. The organizational structure and leadership needed to be analyzed before the climate of the middle school could be assessed and its effect on the system.

There will definitely be new leadership at the middle school next Fall which I feel will have a big impact upon the school's climate and organizational structure. If the current assistant principal gets the position, the change will not be as traumatic as it will be if

the second candidate fills the position. I say second candidate because the position is going to be filled from within the current administrative staff. The next steps that will be taken at the middle school will be to provide a workshop session for all block leaders or the entire staff on effective decision making and problem solving.

The staff has a very distinct view as to whom they want to fill the shoes as principal. If that individual does not get the position, I feel there will be a great deal of work to be done with staff in regards to human relations and flexibility. I also view continued working with the building administrators with respect to climate as vital. Their leadership skills will be continually reinforced and building workshops will be ongoing.

The study indicates a real need for continued intervention activities, especially activities with a definite focus, i.e., problem solving, effectiveness training, communication skills, etc. The staff next Fall is also given the responsibility of organizing their own building inservice. They can arrange the day to meet their needs as determined by themselves. Outside consultants can also be brought in, if wanted. This will give the staff more responsibility in determining their own intervention activities.

A number of middle school teachers took the course Motivation in Learning taught at Stoughton by Raymond Wlodowski from the University of Wisconsin - Milwaukee. I felt this was a great asset to their capabilities in dealing with students. I am going to continue with Dr. Wlodowski's motivational model with the staff next year also which I feel will enhance the learning environment.

Changing organizations is a difficult task. However, in developing rationale for organizaing planned school climate improvement programs the following concepts should be considered.

The concept of school climate does not deemphasize skills, attitudes and knowledge students gain through social studies, math and science. It suggests that the most efficient learning programs occur in a wholesome and humane school climate.

School personnel can affect positively the nature and the wholesomeness of the school's climate. The failure is a direct reflection upon the administrator as a climate leader. The principal, according to the League of Cooperating Schools, is a key agent for change. However, some principals need more skills in the areas of problem-solving, decision making, and conflict resolution in order to be effective. It is the principal's leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. The principal is the main link between the school and the community and the method this is accomplished determines the attitudes of students and parents. If the school is vibrant, innovative, child-centered and has a reputation for excellence in teaching, the principal's leadership is the key to its success.

The revitalization of the leadership role of school administrators is an important area for change within the schools to enhance climate. The principal should be held accountable for the performance of the school, its teachers and students. School

staffs are becoming increasingly aware that their professional work is done within an organizational and interpersonal climate. The climate is dependent upon such variables as: Communication patterns; Norms about what is appropriate or how things should be done; Role relationships and role perceptions; Influence relationships; Rewards and sanctions.

The two basic indicators of a healthy school climate are effective learning and personal satisfaction. A healthy climate will produce easily developed innovations and increased job satisfaction. Student responsibility will also be expanded.

The climate of an organization is the first and most important concern in initiating and sustaining change. People simply do not change in a threatening atmosphere--they become defensive and entrench. They may change surface behaviors--conform--receive and respond at the lowest level possible and acceptable to the powers that be; but attitudinal change and subsequent behavioral change must be preceded by perceptual change. This implies a willingness to accept new information. It is here that the stage for change is set.

Accordinging to Hanson (1979), many educators seem to equate change with the decision-making process; that is, once a decision has been made about which of the many alternatives is the most appropriate for the school, change is thought to follow naturally. Innovations introduced into schools are only proposals for change; to achieve their intended effects, however, they must be implemented.

Thus, at least two basic sequences of events are involved in the planned change process: 1) those leading up to the decision on which of the many alternative curricular innovations (or administrative processes) will be chosen and 2) those leading up to the point of successful and complete implementation.

Charters and Jones (1975) argue that there are four sequential levels leading up to the complete implementation of an innovation.

1) Institutional Commitment. When a school or school district publicly announces that it is going to adopt a specific innovation, the commitment signals such things as new objectives, a binding commitment on the part of all personnel involved, a reallocation of resources, and a high level of enthusiasm. The system is now committed and cannot back out in any graceful way. It is important to note that although this stage is usually accompanied by much flapping of wings and howling at the moon, no real change has taken place.

2) Structural Context. Structural modifications refer to alterations in the formal arrangement of roles, rules, and relationships. These modifications can usually be made by directive. They concentrate on form rather than function, such as changing job titles, appointing new committees, modifying classroom schedules, fixing pay scales, or changing portable classroom walls.

3) Role Performance (Staff Perspective). Behavioral changes do not automatically follow institutional commitments and structural changes. At this third level, the behavior of the teacher must change to be in accord with the requirements of the new role. "It

is the teacher's use of the new instructional packages," Charters and Jones write, "that constitutes an innovation, not the mere presence of the packages in the classroom."

4) Learning Activities (Student Perspective). The intent of the teacher's role performance is to produce increased learning on the part of students, although this cannot happen directly. The best the teacher can do is to induce students to engage in activities deemed instrumental to the covert psychological processes he hopes to affect. It is the student's own activities and experiences that are most immediately related to learning outcomes, albeit the teacher has an important hand in arranging them so that the link is made.

It is extremely difficult to determine convincingly the cause-and-effect relationships between levels 2 and 3 or between levels 3 and 4, because of the presence of many possible intervening variables. However, adoption of change should not be confused with the mere public announcement of a commitment to change or with a structural reorganization of some formal characteristics of the system. In order for an adoption of an innovation to take place, the students must somehow derive a learning benefit.

Administrators are powerful because they can marshall the necessary authority, if not the necessary leadership, to precipitate a decision. They may not be, and frequently is not, the original source of interest in a new type of program, but unless

they give it their attention and actively promotes its use, it will not come into being.

John W. Gardner, former secretary of the U.S. Department of Health, Education, and Welfare, describes aspects of the leader's role. His comments pertain to the school administrator, among others.

> If anything significant is to be accomplished, leaders must understand the social institutions and processes through which action is carried out. And in a society as complex as ours, that is no mean achievement.
>
> Most leaders are hedged around by constraints--tradition, constitutional limitations, the realities of the external situation, rights and privileges of followers, the requirements of teamwork, and most of all the inexorable demands of large-scale organization, which does not operate on capriciousness. In short, most power is wielded circumspectly. There are many different ways of leading, many kinds of leaders.

Nothing should be allowed to impair the effectiveness and independence of our specialized leadership groups. But such fragmented leadership does create certain problems. One of them is that it isn't anybody's business to think about the big questions that cut across specialities--the largest questions facing our society. Where are we headed? Where do we want to head? What are the major trends determining our future? Should we do anything about them? Our fragmented leadership fails to deal effectively with these transcendent questions.

For a good many academic and other professional people, negative attitudes toward leadership go deeper than skepticism concerning the leader's integrity. Many have real doubts, not always explicitly formulated, about the necessity for leadership.

The doubts are of two kinds. First, many scientific and professional people are accustomed to the kinds of problems that can be solved by expert technical advice or action. It is easy for them to imagine that any social enterprise could be managed in the same way. They envisage a world that does not need leaders, only experts. The notion is based, of course, upon a false conception of the leader's function. The supplying of technically correct solutions is the least of his responsibilities.

There is another kind of question that some academic or professional people raise concerning leadership: Is the very notion of leadership somehow at odds with the ideals of free society? Is it a throwback to earlier notions of social organization?

These are not foolish questions. We have in fact outgrown or rejected several varieties of leadership that have loomed large in the history of mankind. We do not want autocratic leaders who treat us like inferior beings. We do not want leaders, no matter how wise or kind, who treat us like children. .....our best leaders today are NOT out of place in a free society--on the contrary, they strengthen our free society.

We can have the kinds of leaders we want, but we cannot choose to do without them. The sad truth is that a great many of our organizations are badly managed or badly led. And because of that, people within those organizations are frustrated when they need not be frustrated. They are not helped when they could be helped. They

are not given the opportunities to fulfill themselves that are clearly possible.

In the minds of some, leadership is associated with goals that are distasteful--power, profit, efficiency, and the like. But leadership, properly conceived, also serves the individual human goals that our society values so highly, and we shall not achieve those goals without it.

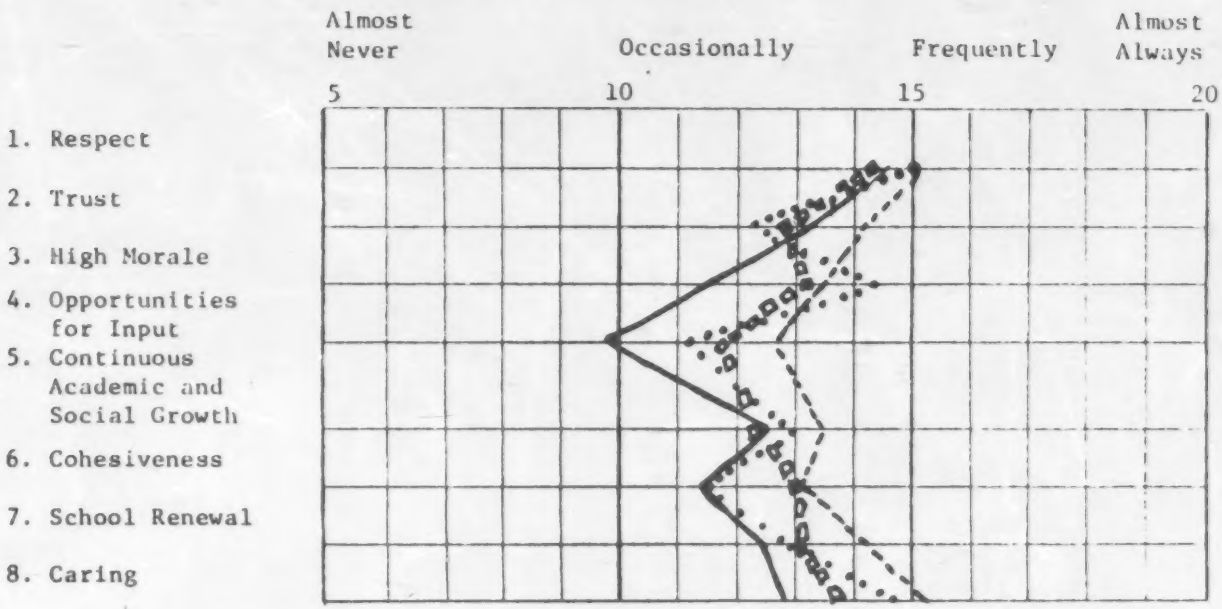
Leaders worthy of the name, whether they are university presidents or senators, corporation executives or newspaper editors, school superintendents or governors, contribute to the continuing definition and articulation of the most cherished values of our society. They offer, in short, moral leadership. When leaders lose their credibility or their moral authority, then the society begins to disintegrate.

The area of change will come in further enhancement of leadership skill for building principals in order to deal with climate growth within their respective organizational structures. This is a definite direction in bringing about change in climate.

Figure 9

Post Result Chart

Climate Profile Data Chart



General Climate Factors

	Respect	Trust	High Morale	Opportunity for Input	Continuous Academic and Social Growth	Cohesiveness	School Renewal	Caring
Staff-Teachers	12-20	11-20	10-17	10-20	10-19	10-20	9-19	12-20
Staff-Support	12-20	10-19	12-20	10-17	10-20	9-15	8-14	11-20
Parents	8-20	5-20	9-20	10-20	5-20	0-19	0-17	5-19
Students	10-20	8-20	5-20	8-20	7-19	10-20	8-20	5-20

Range Chart

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